

CHAPTER V

CONCLUSIONS AND RECOMENDATIONS

This chapter consists of two parts. The first part draws some conclusions based on the findings of the study. The second part deals with some recommendations addressed to the future researchers.

5.1 Conclusions

This research has attempted to identify the characteristics of the autonomous learners, then to investigate autonomous learning strategies applied by the autonomous learners, and to figure out the factors influencing the autonomous learners in learning English.

Based on the finding and discussions presented in previous chapter, several conclusions can be drawn. Regarding the first research question, there are some conclusions which are derived from three instruments of data collection used in this research. It is found that there was an indication that learners tend to show low autonomy in learning. 52 of 63 learners were included into non-autonomous learners. It means only eleven learners were included into autonomous learners. Therefore, it can be concluded that there were still minimum autonomous learners in this second grade of senior high school.

Then, finding revealed that the eleven learners have the characteristics of an autonomous learner. The strongest characteristic of the autonomus learner is they could find another resources or materials that they intended to learn. The other strong characteristics are the autonomous learners were able to identify their learning needs, and select learning projects. It means they knew what they need, what they wanted to do, and what suitable material for them. But not all of the learners have strong characteristics of an autonomous learner. There were ten learners who worked collaboratively to learn English and used the teacher as a guide in learning English, nine learners learned outside the class, eight learners set their goals to learn English, six learners assist themselves in problems to tackle and chose when and where they will learn, three of them who plan activities to learn English and only a learner who decided when learning was complete.

It showed that even the learners who seemed weak and showed low autonomy in some aspect, but they are on the right track which leads them to be a better autonomous learner.

It can be concluded that autonomous learners are highly motivated. They are aware of their own strengths or weaknesses and what they need to improve. Their awareness helped them

to learn better which is easier and more fun. They realized that spoon-feeding was not the correct way of teaching-learning process, thus they learned independently and took responsibility for their own learning. Finally, high self-motivation might be considered as one of the aspect in developing autonomy in EFL learning processes.

Regarding the second question, it is found that the autonomous learners use five strategies out of six strategies in learning English which are (1) memory strategy, (2) social strategy, (3) cognitive strategy, and (4) metacognitive strategy. According to the data collection, it can be concluded that the most preferred learning style among autonomous learners are memory strategy and social strategy. They use memory strategy and social strategy to recall what they have been learned and practice communicative interactions with other people. These actions have been taken in order to increase their learning autonomy.

This finding implies that since the amount of information to be processed by language learners is high in language classroom, learners use different language learning strategies in performing the tasks and processing the new input they face. The learners have acquired some degrees of autonomy because those strategies require them to act independently. In other words, language learning strategies consciously or uncounciously influence their characteristics to be more outonomous.

Regarding the third question of this study, therefore the interview is employed. The results of the interviewed showed that autonomous learners were influenced by positive exposures in becoming autonomous learner; there were five factors: motivation, environment, task, teacher, and material. These exposures can be influenced by their motivation such as future career, social aspect such as their parents, brother, siblings and friends which improve their knowledge, vocabulary and ability in English, challenging task which encouraged or even sometimes forced the autonomous learner to take responsibility for their tasks, good teacher who can create comfortable environment, and vary material which can arouse learners enthusiasm.

The finding implies that knowing the autonomy level, the autonomous learning strategy and the factors influencing the autonomous learner in learning English helps to foster the students' learner autonomy in the classroom that might help improve the students' English proficiency. It also infers that the more autonomous a learner becomes, the more likely he achieves high language proficiency. Thus learner autonomy is considered as a highly desirable

outcome of learning and taken as a desirable educational aim in order for students to master the foreign language.

5.2 Recommendations

In relation to the findings of this study, the writer suggests that the following issues should be taken into account:

The result of this research recommends teacher to observe unsuccessful students more carefully than usual and to reflect on why they are unable to maintain motivation, change their attitude, or take positive actions towards learning. It will be meaningful to educational development and it will help such students in future.

Then, teacher must encourage and promote students to become autonomous learner because students will get more benefit from becoming autonomous learners. In attempts to promote a higher level of learner autonomy, it is important for the institutional education to “promote learner autonomy through the curricula”. Teachers should take consideration such factors when choosing the appropriate techniques and task for their lessons in order to assist and to motivate their learners to become autonomous.